

ABSTRACT

This thesis focuses on psychological well-being of psychology and teacher education students at the Faculty of Education at Charles University and its link with social support. Based on the involvement in a survey among these students, which focused on their experiences in the context of their studies at the university, a research study was conducted using a quantitative methodology. The study focuses on the psychological well-being and aspects associated with it, differences in levels of well-being between groups of students in different disciplines and those studying for masters and bachelor's degree, and the association of well-being and social support. For the purpose of the study, social support was categorized into different sources, namely social support from family, friends, close person, teachers and classmates. A positive correlation was found between well-being and all of the sources of social support, but the strength of the correlation varied. Social support from friends was the most strongly correlated with it, while correlation with social support from family was the weakest. Level of study was identified as a significant predictor of students' psychological well-being. Master's students show a significantly higher level of psychological well-being compared to bachelor's students. Social support from friends was identified as another significant predictor of students' well-being.